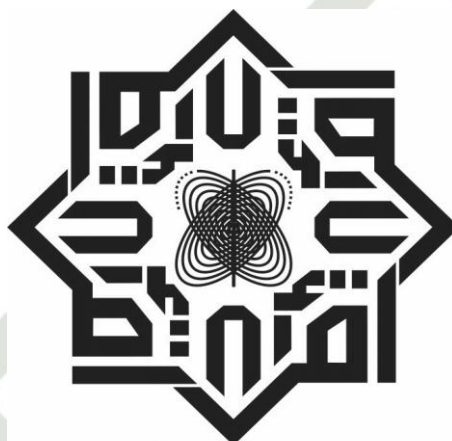




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**THE CORRELATION BETWEEN STUDENTS' PRIOR
KNOWLEDGE AND THEIR ABILITY IN WRITING
RECOUNT TEXT AT THE EIGHTH GRADE
OF STATE JUNIOR HIGH SCHOOL 1
KAMPA**



UIN SUSKA RIAU

BY

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KNOWLEDGE AND THEIR ABILITY IN WRITING
RECOUNT TEXT AT THE EIGHTH GRADE
OF STATE JUNIOR HIGH SCHOOL 1**

KAMPA

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd.)



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Pekanbaru, Ramadhan 18th, 1440 H
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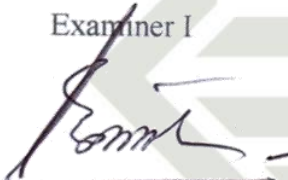
EXAMINER APPROVAL

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Pekanbaru, Muharram 30th, 1438 H
Septembre 30nd, 2017 M

Examination Committee

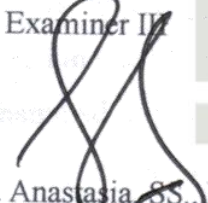
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah S.W.T. the most Beneficent and the most Merciful. All Praises belong to Allah S.W.T. for all the blesses so that the researcher could accomplish this thesis. In addition, may Peace and salawat salam be given to the prophet Muhammad who has taken all human being from the Darkness to the Lightness.

The researcher truly grateful also for the never-ending supports, love and care of beloved parents, the heroes of life Ujang Amri and Susilawati, Ama. Pd. They give the researcher more than they have. Thank you so much Mom, Dad. Please keep becoming my inspiration.

This thesis is intended to complete a partial requirement for the award of Undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

In this occasion, the writer would like to express the great thanks to:

1. Prof. Dr. Ahmad Mujahidin, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. H. Suryan A. Jamrah, MA., as Vice of Rector 1, Drs. H. Promadi, MA., Ph.D., AS Vice of Rector III and all staffs. Thanks for the kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag, the Dean of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice Dean I. Dr. Dra. Rohani, M.Pd., the Vice Dean II. Dr. Drs. Nursalim., M.Pd., the Vice Dean III and all staffs. Thanks for the kindness and encouragement.
3. Drs. Samsi, M.H.Sc., the Chairperson of Department of English Education for his guidance to the students in writing thesis. Cut Raudatul Miski, M.Pd., the secretary of English Education Department who has given correction and guidance to complete this thesis.

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4. Drs. M. Syafi'i S, M.Pd., the researcher's supervisor of the thesis, thank you very much for the correction, suggestion, guidance and kindness in completing this thesis.
 5. Riri Fauzana, M.Sc., as academic supervisor, thank you very much for your kindness.
 6. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau who have given much knowledge and information through the meeting in the class.
 7. Mardianis, S.Pd. M.Pd, the Headmaster of State Junior High School 1 Kampa.
 8. Alsyufri, S.Pd.I, the English teacher of State Junior High School 1 Kampa and all staffs who helped the researcher in finishing this research.
 9. The researcher's brother Randy Martha . Thank you for motivation and support.
 10. The researcher's friends in PBI K class and friends in academic year 2014; Nisak, Dea, Dita, Alif, Tari, Melsa, Mala, Lili, Iin, etc. Thank you for your help, support, motivation and glad to know you all. See you on top, *Roller Caster Class*.
 11. The researcher best friends, Sari Sudirman, S.Pd, Dita Anggraini, Sholehannisak, Rika Apriani, Alif Mustafida, Riyati Pasaribu, Chintia Revi, Vhevy Darmayani, Pratiwi Halin, S.Pd, Sarah Afrina Sari, S.T, Nurhaneda Mayu, and Winda Elvanita Putri. Thanks for your help, support, unforgettable experience, all of we've been trough.
 12. *SPW Squad*, researcher's best friends from Junior High School, Adilla Sarli, Yolanda Syafitri, Amd, Farm, Tomi Ardiansyah S.Sos, Marlina Lihidayati S.T, Nopes Habibullah, S.Pd, Aprianto, S.Pd, Laina Sri Fitro, S. Pd, Suhara Vika, Hidayatul Arbi, Hendra Saputra. Thank you for support and motivation.
 13. *Tridisyakavilla Squad*, researcher's best friends from Senior High School, Ayu Annisya, S.T, Adilla Sarli, Kurnia Wati, Aprilia Arianti, Amd. Kep, Dila Fitriani, S. Pd, Tary Novella, Novi Sulastri Ani. Thanks for your help, support, and motivation.



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- 14 Family of KKN Petonggan village, Indragiri Hulu Regency, 2017, Pratiwi, Vhevy, Sarah, Feby, Pijah, Wardah, Jeje, Sholah, Hanif, Pria, Satria, and Rinto. Thanks for sharing knowledge, experiences, stories, and everything we did.
- 15 Big family of PPL in State Junior High School 9 Pekanbaru, Githa, Utri, Awi, Lia, Anggi, Zima, Indah, Marni, Putri, Intan. Thanks for supports and helps.
- 16 For All people who have prayed and helped the researcher's to finish her study, thank you for all.

Finally, the writer really realizes that are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

“May Allah Almighty bless you, bless me, and bless us”

Pekanbaru, 2019
The Researcher

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ABSTRACT

Sisca Novianti, (2019): The Correlation between Students' Prior Knowledge and Their Ability in Writing Recount Text at the Eighth Grade of State Junior High School 1 Kampa

This research was correlational research, which was aimed to find out the correlation between students' prior knowledge and their ability in writing recount text. There were two variables used in this research. The first was X variable (students' prior knowledge) and Y variable (students' ability in writing recount text). The subject of this research was the eighth grade students of State Junior High School 1 Kampa, whereas the object of this research was the correlation between students prior knowledge and their ability in writing recount text. The population of this research was 200 students. The population of this research was large enough to be taken all as the sample. Hence, the researcher only took 15% of the population as the sample was 30 students. To choose the sample, the researcher used simple random sampling technique. In collecting the data, the researcher used gap filling test for students prior knowledge and writing test for writing ability in recount text, and analyzed the data by using Pearson product moment calculated by SPSS program 23 version. After analyzing the data, the result of score sig. (2-tailed) is $0.000 < 0.05$. It means that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. In other words, there is significant correlation between students' prior knowledge and their ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.

Key words: *Correlation, Prior Knowledge, Writing Ability, Recount Text.*



ABSTRAK

Sisca Novianti, (2019): Hubungan antara Pengetahuan Dasar Siswa dan Kemampuan Mereka dalam Menulis Teks Recount di Kelas VIII SMP Negeri 1 Kampa

Penelitian ini adalah penelitian korelasi, yang bertujuan untuk mengetahui hubungan antara pengetahuan dasar siswa dan kemampuan mereka dalam menulis teks recount. Ada dua variabel yang digunakan dalam penelitian ini. Yang pertama adalah variabel X (pengetahuan dasar siswa) dan variabel Y (kemampuan siswa dalam menulis teks recount). Subjek penelitian ini adalah siswa kelas VIII SMP Negeri 1 Kampa, sedangkan objek penelitian ini adalah hubungan antara pengetahuan dasar siswa dan kemampuan mereka dalam menulis teks recount. Populasi penelitian ini adalah 200 siswa. Populasi penelitian ini cukup besar untuk diambil semuanya sebagai sampel. Oleh karena itu, peneliti hanya mengambil 15% dari populasi sebagai sampel yaitu 30 siswa. Untuk mengambil sampel, peneliti menggunakan teknik pengambilan sampel acak sederhana. Dalam mengumpulkan data, peneliti menggunakan tes mengisi celah untuk mengukur pengetahuan dasar siswa dan tes menulis untuk mengukur kemampuan menulis dalam teks recount, dan analisis data menggunakan Pearson product moment yang dihitung dengan program SPSS versi 23. Setelah menganalisis data, hasil skor sig. (2-tailed) adalah $0.000 < 0.05$. Ini berarti bahwa hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Dengan kata lain, ada korelasi yang signifikan antara pengetahuan dasar siswa dan kemampuan mereka dalam menulis teks recount di kelas VIII SMP Negeri 1 Kampa.

Kata kunci: *Hubungan, Pengetahuan Dasar, Kemampuan Menulis, Teks Recount.*

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ملخص

سيسكا نوفيانتني، (٢٠١٩): الارتباط بين المعرفة الأساسية لدى التلاميذ وقدرتهم على كتابة النصوص السردية في الصف الثامن بالمدرسة المتوسطة الحكومية ١ كمبا

هذا البحث بحث ارتباطي، يهدف إلى معرفة الارتباط بين المعرفة الأساسية لدى التلاميذ وقدرتهم على كتابة النصوص السردية. تكون نوعان من المتغيرات المستخدمة في هذا البحث. الأول هو المتغير X (المعرفة الأساسية لدى التلاميذ) والمتغير Y (قدرة التلاميذ على كتابة النصوص السردية). أفراد هذا البحث هي تلاميذ الصف الثامن في المدرسة المتوسطة الحكومية ١ كمبا، وأما موضوع هذا البحث فهو الارتباط بين المعرفة الأساسية لدى التلاميذ وقدرتهم على كتابة النصوص السردية. مجتمع هذا البحث ٢٠٠ تلميذ. مجتمع هذا البحث كبير بما يكفي لأخذ كل شيء كعينة. لذلك، أخذت الباحثة فقط ١٥٪ من مجتمع هذا البحث على عينة من ٣٠ تلميذا. لأخذ العينة، استخدمت الباحثة تقنية أخذ العينة العشوائية البسيطة. في جمع البيانات، استخدمت الباحثة الاستبيان لقياس المعرفة الأساسية لدى التلاميذ والاختبار لقياس القدرة على كتابة النصوص السردية، وتحليل البيانات باستخدام ضرب العزوم التي حسابها باستخدام البرنامج الإحصائي للعلوم الإجتماعية الإصدار ٢٣. بعد تحليل البيانات، ونتائج درجة سيج. (٢-الذيل) هو $0.000 > 0.05$. هذا يعني أن الفرضية الصفرية مردودة، وأما الفرضية البديلة مقبولة. بمعنى آخر، يوجد ارتباط كبير بين المعرفة الأساسية لدى التلاميذ وقدرتهم على كتابة النصوص السردية في الصف الثامن بالمدرسة المتوسطة الحكومية ١ كمبا.

الكلمات الأساسية: الارتباط، المعرفة الأساسية، قدرة على الكتابة، النصوص السردية.



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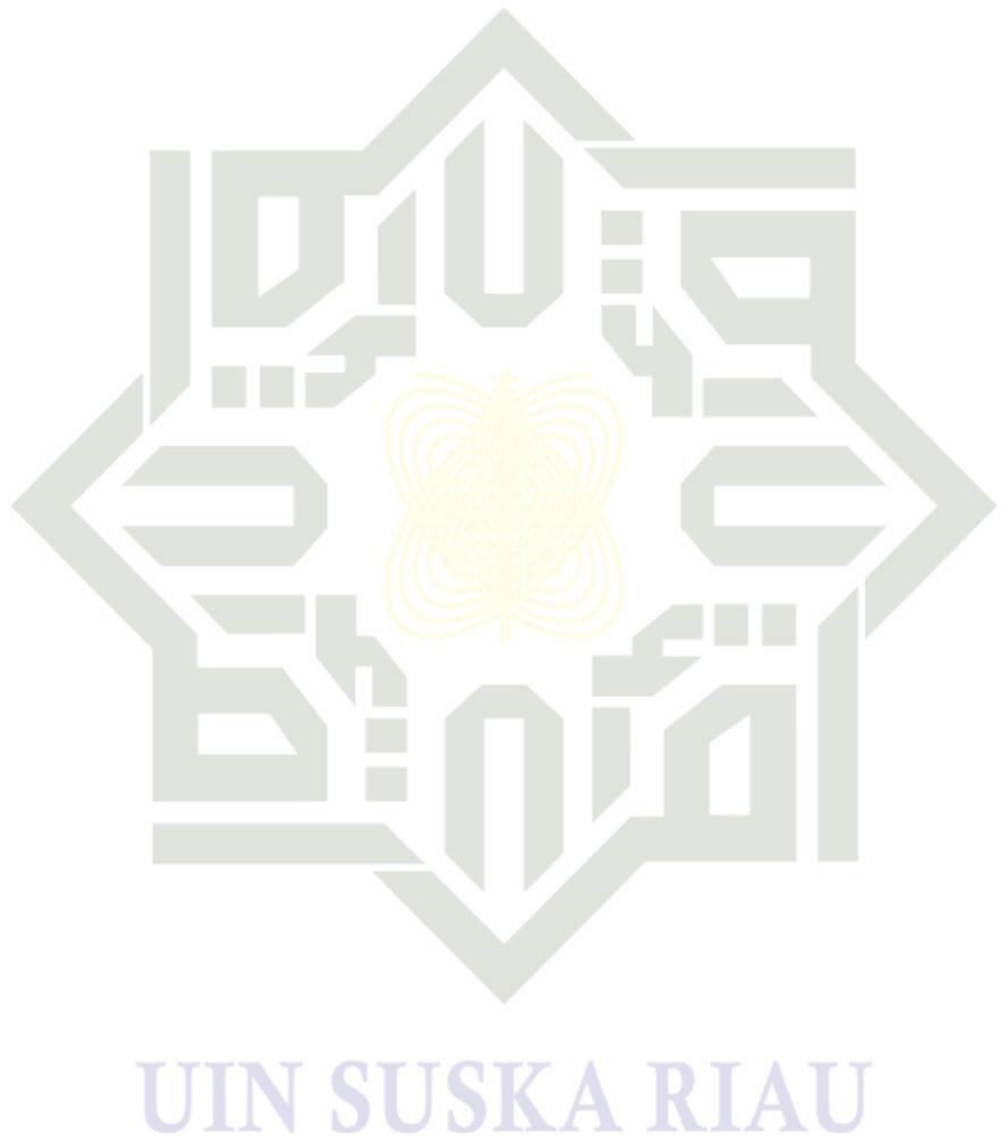
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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the important skills in learning a language. The students are able to express their ideas, thoughts and feelings in writing; it is one of the subjects which should be mastered by the students, because through writing, the students can show their ideas, suggestions or other important information. Good writing can identify someone's ability, whether her or his English good or not. To support the students' ability in writing, the students must be able to construct ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitude, to persuade, to entertain, to argue, and to offer a more complex analysis in their writing. Besides, the students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

Writing is considered the most complex language skill. According to Raimes (1983) stated that writing is the effort to express ideas and the constant use of the eyes, hand and brain. It means that writing is the effort of thinking and expressing ideas. It entails four aspects which require the students to have outstanding comprehension. To produce a good writing, students have to combine and construct their ideas, and to choose appropriate words and arrange them into a good structure.

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Besides, Linse (2005, p. 98) revealed that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. In addition, writing is a productive skill. It means that the students not only have to understand the language, but also have to produce the language. Producing the language is not as easy as receiving the language. The students have to study hard and practice task frequently in order to master it.

State Junior High School 1 Kampa is one of school in Kampar. Which used the 2013 Curriculum as its guidance in teaching and learning process. In State Junior High School 1 Kampa, English is taught twice a week with time duration about 40 minutes. In teaching and learning process, teachers taught the students by using some of technique included writing material. Based on the curriculum, there are two types of text genre which are taught in the second semester at the eighth grade of Junior High School. Those are descriptive and recount text. In teaching recount text, teacher reviewed the characteristics based on genre given including the kinds of texts, the purpose of the texts, the text organizations, and the language features. Then, teacher asked students to write recount text individually based on the time given. After writing recount text, the teacher would give feedback toward students' writing. In order to improving students' writing ability, teachers, also support it by providing other programs such as writing English articles and some kinds of text.

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Recount text is very crucial for students, because this is of writing kind that students' need to express their experience at the past. According to Purwanti (2013) in Astuti (2014) stated that recount text is a text genre which is used to retell a series of events or experiences in the past for the purpose of informing or entertaining. Because the students have to tell the past event or their experience, the numbers of students' experiences also one supporting items that can help students much better in writing recount text. The assumption is that students with more experience have more ideas to tell; consequently they might stand out in the writing activity. Recount text is different from other texts. It is a text that opens our mind to retell our experience or events that happened in the past. According to Silalahi (2014) recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people and telling an incident or experience in the past by using prior knowledge.

According to Tawalbeh (2013) having prior knowledge can help students overcome their writing errors. Recalling this knowledge will have beneficial effects on students' writing performance. According to Strangman and Hall (2004) teachers may improve students' writing skill by activating their background knowledge. Next, Gupta (2006) in Tawalbeh (2013) stated students' prior knowledge in writing has a strong effect on the way they realize writing. In addition, Chesky (1987) prior knowledge has a stronger influence on a student's writing. So, the prior knowledge can help

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the students to develop the writing, it can also make the students able to express their ideas, thoughts, and their feelings easily.

Based on researcher's preliminary reasearch, researcher found that the eighth grade students of State Junior High School 1 Kampa has been taught about recount text and the components such as generic structure and language feature of the text. Ideally, the students should be able to write recount text but most of them still have difficulties and problem with it. The students difficulties were reflected from students' Minimum Criteria Achievement. In reference to State Junior High School 1 Kampa lesson plan, the score of MCA of this school is 70. Then, when the researcher interviewed the students, they said that they have studied recount text in the English class, but when researcher asked to the students to retell their experience by using recount text only a few of them that can retell it clearly. Also when researcher interviewed the English teacher, he said that most of students still have problems such as; some of the students still have low prior knowledge but they are able to write recount text, and vise versa, the students do not know the generic structure and language features of recount text, and the students are lack of vocabulary.

Based on the researcher's found at the eighth grade of State Junior High School 1 Kampa, most of the students having phenomena in prior knowledge and their ability in writing recount text, as follows:

1. Some of the students have good prior knowledge but they are not able to write recount text.

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2. Some of the students have low prior knowledge but they are able to write recount text.
3. Some of the students do not know the generic structure of recount text.
4. Some of the students do not know language features of recount text.
5. Some of the students are lack of vocabularies to write recount text.

Based on the phenomena describe above, the researcher is interested in investigating is entitled **“The Correlation between Students’ Prior Knowledge and Their Ability in Writing Recount Text at the Eighth Grade of State Junior High School 1 Kampa”**.

B. The Problem**1. Identification of the Problem**

Based on the background and the phenomena in writing recount text encountered by the students, thus the problems of this research are identified in the following identifications:

- a. How is the students’ prior knowledge in writing recount text?
- b. How is the students’ ability in writing recount text?
- c. How is the students’ prior knowledge in generic structure of recount text?
- d. How is the students’ prior knowledge in language features of recount text?
- e. How is students’ ability of vocabularies to write recount text?

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2. Limitation of the Problem

Based on the identifications of the problems stated above, thus the researcher needs to limit and focus the problem of this research on the correlation between the students' prior knowledge and their ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.

3. Formulation of the Problem

Based on the problem limited above, thus, this research formulated in the following research question:

- a. How is students' prior knowledge at the eighth grade of State Junior High School 1 Kampa?
- b. How is students' ability in writing recount text at the eighth grade of State Junior High School 1 Kampa?
- c. Is there any significant correlation between students' prior knowledge and their ability in writing recount text at the eighth grade of State Junior High School 1 Kampa?

C. The Objectives and Significant of the Research

1. The Objective of the Research

Based on the formulated problem above, the research is going to reach the objectives as follows:

- a. To find out the students' prior knowledge at the eighth grade of State Junior High School 1 Kampa.



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- b. To find out the students' ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.
- c. To find out there is significant correlation between students' prior knowledge and their ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.

2. The Significance of the Research

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct the research.
- b. These research findings are also hopefully useful and valuable, especially for students and the teachers of English of the eight grade of State Junior High School 1 Kampa to be considerations in their teaching and learning process in the future.
- c. Besides, these research findings are also expected to be positive and valuable information especially, for those who are concerned in the world of teaching and learning English as a foreign/ second language and thus who are concerned with the world of language teaching in general.
- d. Finally, these research questions are also expected to be the practical information to the development of the theories on language teaching.

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Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out, in conducting this research. The reasons are as follows:

1. The title of this research is relevant with the researcher's status as a student of English Education Department.
2. The location of the research facilitates the researcher in conducting the research.

Definition of the Term

There are so many terms involved in this research. In order avoid misunderstanding towards the terms use; the following terms are necessarily defined:

1. Correlation

According to Creswell (2012, p.338) he stated that correlation research is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this research, correlation means the relationship between students' prior knowledge and their writing ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.

2. Prior Knowledge

According to Stevens (1980) he stated that prior knowledge is what one already knows about a subject or all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge. Prior knowledge means the knowledge

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that the students have before, also known as the background knowledge.

3. Writing Ability

According to Susan (1996, p. 136) stated that writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. In this research, it refers to students' ability in writing paragraph, particularly in the form of recount text.

4. Recount Text

Recount text is a kind of text that tells someone experience in the past. According to Stubbs (2000) stated that recount text is a text which functions to retell and reconstruct events, experiences, and achievement from the past in logical sequence. Recount text is one of genre text which also contains generic structures; they are consisting of orientation, events and reorientation.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Writing

a. Writing Ability

Writing is so important to learn both in English as a Second Language and Foreign Language. As Weigle (2002) stated that writing has become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study have taken hold in both second-and foreign-language settings. It means that writing is a tool for communication because through writing, students may express their ideas freely without having to face the reader directly. Thus, writing is important to learn in school.

According to Schuster (1993) Writing is a way of thinking and learning. Through writing, you can get opportunities to explore the ideas and understand information. Besides, writing can be understood as a way of discovering. In writing, you can make unexpected connections among ideas and language. You need to focus on the purpose and audience of writing. The purposes of writing are as follows:

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a) Writing to inform a reader

When you write to inform, you are expected to offer information with a minimum of bias. You aim to educate, not persuade. You need to present the information completely, clearly and accurately. The material should be various by additional reading, talking with others, or personal experience. In other words, in formative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed.

b) Writing to persuade a reader

Persuasive writing seeks to convince the reader about the matter of opinion; it focuses mainly on the reader, whom the writer wants to influence. When you write to persuade, you deal with the debatable, that which has other side to it. Persuasive writing seeks to change the reader's mind or at least to bring the reader's point of view closer to the writers.

According to Brown (2007) in Pratama (2012) pointed out that there are two kinds of skill of writing as follows:

a) Micro skills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.

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- 3) Produce an acceptable core of words and use appropriate word order patterns.
 - 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
 - 5) Express a particular meaning different grammatical forms.
 - 6) Use cohesive devise in written discourse.
- b) Macro skills
- 1) Use the rhetorical forms and conventions of writing discourse.
 - 2) Appropriately accomplish the communicative functions of written text according to form and purpose.
 - 3) Convey links a connection between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplifications.
 - 4) Distinguish between literal and implied meanings when writing
 - 5) Correctly convey culturally specific references in the context of the written text.
 - 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first

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drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing.

The mastery of those skills will determine the type of writing that the students should be able to write. Generally, microskills apply more appropriately to imitative and intensive writing. Whereas the macroskills are essential for the successful mastery of responsive and extensive writing.

Based on the explanation above, it can be concluded that, writing is an important skill that must be mastered by students. It is a process of gathering ideas in the form of written text effectively. It has some subskills that should be mastered depending on the level of writing. Different level of writing has different subskills that should be mastered.

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. According to Pinto (2005) in Saputra (2012) it is a skill which obliges the learners to be even more aware of the potential of language because it can exist on its own and because it may contribute to logical organization. This ability cannot be acquired easily; it takes long and complete process.

According to Bergh (2005), there are two principles in maximizing the acquirement of writing ability. First, practices

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make perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay, it should be similar.

b. Writing Ability in Recount Text

In this research the focused is writing ability in recount text. Recount Text is one of the genres learned in Junior High School. Recount text focuses on the series of event, on even followed by the others. Commonly recount text is arranged in chronological order. According 2013 Curriculum, recount text is one of genres taught at junior high school besides narrative and descriptive. Wardiman (2008, p. 61) stated that recount text is a text that is telling the reader about one story, action or activity that occurs in the past. It goals is to entertain or inform the reader. Andersons in Junika (2018, p. 23) also stated that recount is a piece of text that retells past events, usually in the order in which they happened. So, it can be concluded that recount text is a text retells about the past events in order to informing and entertaning the readers.

Recount text is a kind of text that tells someone experience in the past. According to Watkins (2005) in Orin (2017) stated that recount text is telling personal experience. Meanwhile, writing

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ability that can help the students to write or share their idea in telling their past experiences especially by using recount text. Actually writing recount text is easy, because the students do not have to spend hour. Mostly, writing recount text is from own experiences that already know the material. Generic structure of recount text consist of orientation, series of events and re-orientation. Coogan in Riahilary (2018, p. 20) found that the recount text consist of three parts, they are; orientation, which giving the reader the background information needed to understand the text such as who is involved in, when it happened and where it take a place. Person who involved in this text is the writer himself. Then, series of events which is a part that tell the sequences or the chronicle of some activities that was happened. And lastly is the re-orientation, which is the closing part of the text. According to Anderson (1997) in Hakim and Ardi (2014) states that a recount text has three main points of generic structure, as follows:

- 1) Orientation: Orientation means that an introduction or opening paragraph which introduces the characters, time, and place (where, when, who, etc).
- 2) Events: Events are also called by supporting paragraphs which tell a series of past events and person's experiences. Events

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describing series of event that happened in the past (what happened).

- 3) Re-orientation: Re-orientation is paragraph that used to reemphasize characters/ time/ place/ events/ experience. It means that closure of the events. It is optional stating personal comment of the writer to the story.

According to Hyland (2004) stated language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case.

Language features of recount are as follows:

- 1) Using the simple past tense.
- 2) Using adverbs and adverbial phrase, e.g. last week, on saturday.
on monday, on sunday, yesterday, at school, at home, etc.
- 3) Using action verb, e.g. went, stayed, bought, wrote, slept, etc.
- 4) Using conjunction and time connectives, e. g. and, but, after that, then, before, after, during, for, etc.
- 5) Focus on specific participant, e.g. I (the writer), we, they, my family, my friend, etc.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort

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of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

c. Assessment of Writing Ability in Recount Text

The best way to test students' writing ability is to get them to write. Moreover, by seeing their writing, the researcher is able to assess their writing ability. From the score which they have in test, the researcher will know whether the students' ability in writing recount test is high or low. The researcher employed a scale of scoring system. The scoring rubric was adapted from Cohen (1994, p. 328-329). There were five writing components to be score content, organization, vocabulary, language features and mechanics. The lowest score of each was 1 and highest score is 4. Therefore the total maximum score is 20. The students score was counted by employed the formula suggested by Sugiono (2007) as follows:

$$\text{Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

The scoring rubric of this research can be seen on this following figure.

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Table II.1
Assesment Aspects of Writing Ability in Recount Text

Components of writing	level	Scale and Descriptor
Content: Orientation, event(s), reorientation	4	The content (orientation and even reorientation) is complete and clear.
	3	The content (orientation and event, event reorientation) is almost complete and clear. ntation
	2	The content (orientation and even reorientation) is not complete and clear.
	1	The content (orientation and events, even reorientation) is not complete and not clear, hard to understand.
	4	Events arranged with proper connective
Organizatiaon: Chronological events are linked with proper connectives like first,after that, finally	3	Events arranged with almost true connectives
	2	Events arranged with few misuse of connectives
	1	Events arranged with misuse of connections.
	4	Effective choice of word order form
Vocabulary	3	Few misuse of vocabulary, word forms but not change
	2	Limited range confused words and word forms
	1	Very poor knowledge of words, and word forms
	4	and not understandable
Language Fetures: - Using simple past tense - Using adverbs and adverbial phrase -.Using action verb - Using conjunction and time connectives - Focus on specific participant	4	No gramatical or word order inaccuracy
	3	Few grammatical and word order inaccuracies but not affect on meaning.
	2	Numerous grammatical and word order in accuracy
	1	Frequent grammatical and word order inaccuracies
	4	It uses correct spelling,punctuation, and capitalization
Mechanics: -Spelling -Punctuation -Capitalization	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, capitalization
	1	It is diminated by errors of spelling, punctuation, and capitalization.

Source: Adapted from Cohen (1994)

Furthermore, According to Hughes (1983) as cited in Pratama (2012), there are five components of writing that must be noticed by a writing composition:

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- 1) *Content*; the writer should think creatively and develop their ideas effectively in order to create a good content.
- 2) *Organization*; it pertains to the ideas as Syafi'i (2015) revealed that writing must be stated clearly, well organized, logically sequence and cohesive.
- 3) *Vocabulary*; the writer has to use precise vocabulary in writing so that the language can represent and strengthen what the writer wants to say.
- 4) *Language Use/ Grammatical Features*; it is the creation or interpretation of intended meanings in discourse by an individual or as dynamic and interactive negotiation of intended meanings between two or more individuals in certain situation. Besides, the writer also has to use correct grammar.
- 5) *Mechanics*; it refers to punctuation, capitalization, and spelling. It is required by the writer to use punctuation, capitalization, and spelling correctly in order to produce correct meaning.

In short, the researcher has to know all of the components of writing in order to create a good writing. The researcher has to understand to organization of text types first before starting the ideas so that his/ her writing becomes intelligible. Moreover, the researcher should understand the use of vocabulary even language use and mechanics in order to made his/her writing to be acceptable.

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Table II.2

Indicators of Writing Ability in Recount Text

Variable	Indicators
Assessment of writing ability in recount text	<ol style="list-style-type: none"> 1. Content 2. Organization 3. Vocabulary 4. Language Use/ Grammatical Features 5. Mechanics

Prior Knowledge

a. The Nature of Prior Knowledge

Prior knowledge is also called as relevant background knowledge, or just explains experience, when the students make connections to what they are reading as well as listening, their comprehension increase. According to Stevens (1980) he stated that prior knowledge is what one already knows about a subject or all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

Prior knowledge is the knowledge that stems from previous experience, or knowledge of a set of circumstances sufficient to make actions based on those circumstances wrongful. Prior knowledge is activation facilitates learning. In applying prior knowledge, the teacher will make specific instructional decisions based on what is discovered in the background knowledge part of the lesson. To check out what background knowledge exists about the topic, idea, or concept, you may choose to do some of the following activities:

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- 1) Brainstorm the topic. Write all the information solicited from the students on the chalkboard, a piece of paper, or transparency.
- 2) Ask specific or general questions about the topic. See what responses are given.
- 3) Post a problem or a scenario. Based on this description, find out what the students know about the idea presented.

According to John (2010) in Saputra (2012) stated the teachers typically agree that prior knowledge influences the student's writing in critical ways, it is only recently that researchers have begun documenting the degree to which these factors influence writing and which aspects of writing are influenced. Much still remains to be learned about the dimensions of writing that are affected by audience and prior knowledge and relative contribution of these two factors to writing. The present study was designed to extend the knowledge of effect of prior knowledge and audience in writing by examining how differences how prior knowledge of the writer and in the designated audience affect high school student's writing.

According to Harsono (2003) stated that in learning the rules of classification there are two categories of learning, the program is learning by empirical and analytic learning system. By empirical learning program using the rules agreed upon by a group of

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learners. Learning system analytically uses prior knowledge to explain the classification of the examples and materials to build a general description of the classification of material samples with the same explanation. Many systems use a combination of learning methods by empirical and analytical. In this combined system of prior knowledge is used to make learners have a propensity to vote, which is consistent with the concept of prior knowledge.

According to Kujawa (1995) prior knowledge is a combination of the learner's pre-existing attitudes, experiences, and knowledge:

- 1) Attitudes
 - a) Beliefs about ourselves as learners.
 - b) Awareness of our individual interests and strengths.
 - c) Motivation and our desire to read.
- 2) Experiences
 - a) Everyday activities that are related to reading.
 - b) Events in our lives that provide background understanding.
 - c) Family and community experiences that we bring to school with us.
- 3) Knowledge
 - a) Of the reading process itself.
 - b) Of content (literature, science, and math).

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- c) Of topics (fables, photosynthesis, fractions).
- d) Of concepts (main idea, theory, numeration).
- e) Of different types of style and form (fiction and nonfiction).
- f) Of text structure (narrative or recount).
- g) Of the academic and personal goals.

In this research, researcher only focused on students' prior knowledge of knowledge recount text structure such as generic structure and language features. The researcher combine generic structure indicators with language features indicators. The combination of generic structure and language features had eight indicators. It divided into prior knowledge of generic structure indicators such as: orientation, series of events, and re-orientation. And prior knowledge of language features indicators such as: use simple past tense, use adverbs and adverbial phrase, use action verb, use conjunction and time connectives, and focus on specific participant.

In conclusion, the students should have prior knowledge in recount text well in order to improve their writing ability in recount text. To make it clear, it can be seen in the following table.

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Table II.3
Indicators of Prior Knowledge

Variable	Indicators
Assessment of prior knowledge in recount text (generic structure and language features)	<ol style="list-style-type: none"> 1. Use the orientation 2. Use the events 3. Use the re-orientation. 4. Use simple past tense. 5. Use adverbs and adverbial phrase. 6. Use action verb. 7. Use conjunction and time connectives. 8. Focus on specific participant.

b. Students Prior Knowledge

According to Chesky (1987) prior knowledge is an important step in the process of learning, so every teacher needs to know the level of prior knowledge owned by the learners. In the process of understanding, prior knowledge is the main factor that will affect the learning experience for learners. In the process of learning, prior knowledge is the framework in which learners filter new information and find the meaning of what is being studied by it. Here are the students who have the prior knowledge:

1) They can recall on what they already know

Question students as to what they already know regarding the assigned selection. Expand on the terms and information they already understand. Elicit a large number of associations from the students to the prior knowledge they already possess and help them see the connections.

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2) They can increase their background information

Increase the amount of background information by providing more in-depth ideas regarding the topic. This will help the students understand the selection at a higher level.

3) They have real-life experiences

Actual experience is the best way to develop and refine the schemata that make up readers' prior knowledge. To impact a students' memory, they must see, touch, use, and experience real objects or situations. If possible, provide any real-life experiences that have to do with the assignment. Even something done on a small level will help with students' understanding.

4) They have vicarious experiences through wide reading

Wide reading is important in providing students with information about people, places, events and situations. Even though direct experience preferred, many times it is not possible. However, experiences lived vicariously through reading can produce tremendous results.

The EFL and ESL students tend to have difficulty understanding and recalling information contained in spoken and written discourse when they lack familiarity with the topic while language learners do really need to be familiar with and attend to some features of written English because if they do not do so, their

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reading processes will be negatively influenced and their comprehension much hindered. According to Johnson, Activating the prior knowledge is one of the ways to solve such kind of the difficulty. A person with more prior knowledge is able to comprehend better than a person without. The idea of prior knowledge is one part of the cognitive model of language processing. That model says when people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. In top down processing, learners use their prior knowledge to make predictions about what they are reading or what they are listening.

Understanding students' thinking the issues of prior knowledge is derived in the conceptions about learning and about knowledge. This conception is about the nature of knowledge (such as how complex or how certain knowledge) and how students know that their knowledge is true. Conceptions about how the students know that their knowledge is true includes ideas that something is true only if they have some personal experience that proves it to them or they know because the textbook says so, it means that the students' personal experience will always be involved in the process of making judgment whether something is true or wrong.

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By using their prior knowledge, the students are easier to examine and accept the new topic or information.

Here, there are several ways to activate the students' prior knowledge based on Strangman & Hall (2004) in background knowledge:

1) Prior knowledge activation through reflection and recording.

Teacher can do this kind of activation by asking the students to answer a simple question such as, "what do I already know about this topic" orally or on paper is a straightforward way to do this.

2) Prior knowledge activation through interactive discussion.

This is where students' reflection on prior knowledge is supplemented with interactive discussion. Teacher can have students in groups that the students can ask one another about what they already know about the topic or they even can share about their friends' prior knowledge.

3) Prior knowledge activation through answering questions.

Teachers can facilitate students' activation of background knowledge by having them answer questions before and/or while they read new materials.

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- 4) Activating students' prior knowledge through the K-W-L strategy.

The K-W-L strategy (accessing what I Know determining what I Want to find out, recalling what I did Learn) combines several elements. The students will begin by reflecting on their knowledge about the topic, brainstorming a group list of ideas about the topic, and identifying categories of information. For the next, the teacher helps highlight gaps in students' knowledge and students create individual list of things that they want to learn or they want to answer about the topic and the last, students will read new material and share what they have learned.

So the conclusion those good writers not only use their prior knowledge of the topic of the text to make sense of it, but also they use their prior knowledge of the text structure.

3. The Correlation between Students' Prior Knowledge and Their Ability in Writing Recount Text

During learning process, prior knowledge is one of the components which affects students' progress toward their writing ability. According to Strangman (2004) he stated that here, writing focuses on the prior knowledge, by building students' prior knowledge; teachers may also be able to indirectly influence the aspects of academic performance such as writing. According to DeGroff (1987) prior knowledge was found to be

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related to goal related information in high knowledge writers' first and second drafts and to comments from conferences with high knowledge respondents. And according to Chesky (1987) prior knowledge has a stronger influence on a student's writing. Actually, the prior knowledge can help the students to develop the writing, especially in recount text, it can also make the students able to express their ideas, thoughts, and their feelings easily.

According to John (2010) in Saputra (2012) the teachers typically agree that prior knowledge influences the student's writing in critical ways, it is only recently that researchers have begun documenting the degree to which these factors influence writing and which aspects of writing are influenced. Much still remains to be learned about the dimensions of writing that are affected by audience and prior knowledge and relative contribution of these two factors to writing. The present study was designed to extend the knowledge of effect of prior knowledge and audience in writing by examining how differences prior knowledge of the writer and in the designated audience affect junior high school student's writing.

In conclusion, prior knowledge has a stronger influence on a student's writing especially in writing recount text. Students should have much prior knowledge about recount text before they are write they experiences in recount text. The better prior knowledge they have, the better ability in writing recount text they get.

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Relevant Research

According to Syafi'i S (2016, p. 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research. It means that in order to conduct this research, the researcher needs to take and observe some relevant researches, in which these relevant researches will guide the researcher to select and determine the fix designs of the research. There are some related studies referred to this research. This research was developed from three previous studies.

First, the research was done by Orin, a 2017 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitle "The Correlation between Students' Learning Motivation in Writing and Their Ability in Writing Recount Texts at the Tenth Grade of State Senior High School 1 Kuantan Hilir". In the research she analyzes the data using SPSS windows version 16.0 programs. It can be seen that r_o is 0.892 and df is 58. Based on the r table, it can be conclude that r_o is higher than r table either at level of 5% or at of 1%. So that it can conclude that H_o is rejected and H_a is accepted and there is a significant contribution of Students' Learning Motivation in Writing and Their Ability in Writing Recount Texts at the Tenth Grade of State Senior High School 1 Kuantan Hilir. The correlation this research with the writer research is the variable Y of writer's research is a part of variable Y of Orin's research that is students' ability in writing recount text.

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Second, the research was done by Ahmad Tawalbeh and Khalid M. Al-zuoud (2013), Hail University- Saudi Arabia entitle “Effects of Students’ Prior Knowledge of English on Their Writing of Researches”. This descriptive correlational study aims at examining the effects of students’ prior knowledge of English on their writing of researches at the tertiary education. It investigates students’ last achievements in different English courses they had learned before conducting research papers and shows their writing problems in researches. A convenient sample of forty nursing students in the Hashemite University in Jordan was asked to complete a structured questionnaire. The results revealed that students with previous knowledge in English performed better in writing researches than those who lacked this knowledge. Some students whose achievements had been low in English got the lowest grades in the research course. They made many errors in their research content exemplified in the research questions, organization, references, results and literature review. This study can be helpful in increasing students’ consciousness of research writing.

Third, the research was done by Dina Arie Utari, a 2016 alumnus of State Islamic University of Sultan Syarif Kasim Riau entitle “The Correlation between Students’ Prior Knowledge and Their Reading Interest at Senior High School 3 Pekanbaru”. In the research she analyzes the data using SPSS windows version 16.0 programs. It can be seen that r_o is 0.736 and df is 58. Based on the value of correlation coefficient 0.736 is bigger than 0.394 at 5% level of significant and 0.449 at 1% level of significant.

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The conclusion, the higher students' prior knowledge, the higher their reading interest is and the lower students' prior knowledge, the lower students' reading interest will be.

Based on the previous research above, prior knowledge is a positive effect to students writing ability. In this research, the researcher tried to investigate the correlation between students' prior knowledge and writing ability. Hence, this research is significant to find out the students' prior knowledge, to find out students' ability in writing and to find out the correlation between students' prior knowledge and their ability in writing, especially in recount text.

C. Operational Concept

Operational concept is used to avoid misunderstanding and misinterpretation. In this research, there are two variables which X refers to students' prior knowledge and Y refers to the students' ability in writing recount text.

1. The Indicators of Variable X (Students' Prior Knowledge)

Variable X, According to Kujawa (1995) Prior knowledge is a combination of the learner's pre-existing attitudes, experiences, and knowledge. So, here focus on prior knowledge of knowledge text structure in recount text. There are two kinds of text stucture such as generic structure and langauge features. There are eight indicators the students should master as their prior knowledge in recount text, as follows:

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- a. The students are able to use the orientation.
 - b. The students are able to use the events.
 - c. The students are able to use the re-orientation.
 - d. The students are able to use simple past tense.
 - e. The students are able to use adverbs and adverbial phrase.
 - f. The students are able to use action verb.
 - g. The students are able to use conjunction and time connectives.
 - h. The students are able to focus on specific participant.
2. The Indicators of Variable Y (Students Ability in Writing Recount Text)

Variable Y, Cohen (1994) mention that there are five components of writing:

 - a. The students are able to write content correctly.
 - b. The students are able to write organization correctly.
 - c. The students are able to write vocabulary correctly.
 - d. The students are able to write language features correctly.
 - e. The students are able to use mechanics correctly.

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D The Assumption and Hypothesis
1. The Assumption

In this research, the researcher assumes the better students' prior knowledge, the better students' ability in writing recount text will be.

2. The Hypothesis

- a. H_0 : there is no significant correlation between students' prior knowledge and their ability in writing recount text at the eight grade of State Junior High School 1 Kampa.
- b. H_a : there is significant correlation between students' prior knowledge and their ability in writing recount text at the eight grade of State Junior High School 1 Kampa.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is a correlation research as one of quantitative research. The research consists of two variables. The first variable is students' prior knowledge as the independent variable (X), the second variable is students' ability in writing recount text as dependent variable (Y). According to Creswell (2012, p.338) defines that correlation research is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. It means that the researcher was used the correlation statistical test to describe and measure the degree of relationship between two variable of this research.

The reason why researcher chooses this research design is because the researcher wants to investigate whether or not there is a positive correlation between students' prior knowledge and their writing ability. Type of correlational design that the researcher was used in this research is an explanatory design. As Creswell (2012, p. 340) stated that an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. There was two variables in this research. These was independent and dependent variables. Students' prior knowledge was as an independent variable and students' writing ability was as a dependent variable.

B. Location and Time of the Research

1. Time of the research

The research was conducted from 8 February until 14 February 2019.

2. Location of the research

The location of this research was conducted at State Junior High School 1 Kampa which is located at Jl. Pekanbaru- Bangkinang KM 39.

C. Subject and Object of the Research

1. Subject of the research

The subject of the research was the eighth grade students' of State Junior High School 1 Kampa in 2018/ 2019 academic year.

2. Object of the research

The object of this research was the correlation between students' prior knowledge and their ability in writing recount text.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eighth grade of students at State Junior High School 1 Kampa. The students were divided into 7 classes. The total number of population was 200 students. The population above was large enough to be all taken as sample of the research. Therefore, the researcher only took 15% or 30 students of the population as the sample. As Arikunto (2007) argued that if the population is more than 100 persons, the sample can be taken between 10-15% or 20-25%.

As Creswell (2012) stated that the minimum sample for a correlational study that relates variables is 30 participants. So, the researcher was took 15% of them become the sample.

Table III.1
The Population Students at the Eighth Grade of State Junior High School 1 Kampa

No	Class	Total	Sample
1	VIII.1	29	5
2	VIII.2	26	4
3	VIII.3	28	4
4	VIII.4	29	5
5	VIII.5	28	4
6	VIII.6	30	4
7	VIII.7	30	4
Total		200	30

2. Sample of the Research

The researcher was used simple random sampling technique to take samples from 7 classes. According to Sugiyono (2013, p. 82) said that simple because sampling members of the population is done randomly without regard to the strata that exist in the population. According to Widiyono (2013, p. 98) said that simple random sampling is a technique to get samples that are directly carried out at the sampling unit. This technique is carried out if members of the population are considered homogeneous. This technique can be used if the number of sampling units in a population is not too large. The sampling method with simple random sampling can be done by lottery, ordinal, or random number tables. In this sampling technique, the researcher was used lottery technique. The lottery technique is sampling by providing an opportunity for each individual to become a member of the sample.

E. Technique of Collecting Data

In this research, the researcher was used gap filling test and writing test for collecting data. They are:

1. Gap Filling Test

According to Weibelzhal and Weber (2002) assessing students prior knowledge through three different testing methods, such as; multiple choice tests, forced choice tests, and gap filling tests. So in this research, the researcher used gap filling tests to measure students prior knowledge in recount text and consisting 20 items based on the indicators of the students' prior knowledge that was discussed in operational concept.

Table III.2
The blue print of Prior Knowledge Test

No	Indicators	Number of Item	Item Number
1	The students are able to use the orientation	2	5, 10
2	The students are able to use the events	2	11, 16
3	The students are able to use the re-orientation	2	9, 15
4	The students are able to use the simple past tense	2	7, 17
	The students are able to use the adverbs and adverbial phrase	3	3, 14, 20
	The students are able to use the action verb	4	2, 6, 12, 18
	The students are able to use the conjunction and time connectives.	4	1, 8, 13, 19
	The students are able to focus on specific participant	1	4
	Total	20	20

2. Writing Test

According to Brown (2003) stated that a test is a technique of measuring a person's ability, knowledge or performance in a given domain. This technique was used to find out the students' ability in writing recount text. Hence, the researcher was used written test to assess students' writing ability. Therefore, the researcher was asked and

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choosed only one topic to write simple paragraphs about own prior knowledge recount.

F. Validity and Reliability of Instrument

1. Validity of Instrument

Every test, whether it sorts, informal classroom test or a public examination should be as valid as the test constructor can make it. There are many kinds of validity; two of them are constructor validity and content validity. According to Colton in Arbayah (2019, p. 41) construct is ensuring that instrument designers and respondent have a shared definition of the construct. The constructor of validity is refers to the suitability between the results of the measuring instrument and the ability to be measured. According to Hughes (1989, p. 22) a test is valid if it measure accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to be measured.

In this research, the researcher was used construct validity. Because, the test must aim at providing a true measure of the particular skill in which it is intended to measure. The test given to the students were based on the material that they had learned. To find out the validity of instruments, researcher calculated it by using SPSS 23 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. The result of try out for gap filling test is as follows:

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Table III. 3
Validity of Gap Filling Test

Item Number	r-item	r-table	Result
1.	0.423	0.396	Valid
2.	0.479	0.396	Valid
3.	0.448	0.396	Valid
4.	0.504	0.396	Valid
5.	0.422	0.396	Valid
6.	0.479	0.396	Valid
7.	0.461	0.396	Valid
8.	0.521	0.396	Valid
9.	0.452	0.396	Valid
10.	0.440	0.396	Valid
11.	0.452	0.396	Valid
12.	0.539	0.396	Valid
13.	0.452	0.396	Valid
14.	0.452	0.396	Valid
15.	0.426	0.396	Valid
16.	0.452	0.396	Valid
17.	0.439	0.396	Valid
18.	0.539	0.396	Valid
19.	0.448	0.396	Valid
20.	0.404	0.396	Valid

Based on the table, all items of gap filling test were valid. Thus, the researcher took all items to be used as instrument.

2. Reliability of Instrument

According to Gay et al. (2012) reliability is about consistency of the scores produced. They also pointed out that reliability is very important to judge the suitability of a test. It is clear that reliability is to measure the consistency and the quality of the test score. According to Cohen et.al, (2007) the guidelines for reliability are as follows:

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Table III. 4
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 23 version to calculate the reliability of instrument. Here is the result of reliability for gap filling test:

Table III. 5
Cronbach's Alpha Table Reliability Statistics
Prior Knowledge

Cronbach's Alpha	N of Items
0.805	20

The table III.5 showed that the reliability of gap filling test prior knowledge was 0.805 which is categorized into highly reliable level.

Table III. 6
Cronbach's Alpha Table Reliability Statistics
Writing Ability

Cronbach's Alpha	N of Items
0.823	2

From the table III.6 showed that the reliability of writing ability was 0.823 which is categorized into highly reliable level.

G. Technique of Data Analysis

In order to find out the correlation between students' prior knowledge and their writing ability in recount text at the eighth grade of State Junior High School 1 Kampa, the researcher used Pearson Product Moment technique analysis of SPSS 23 version to find out wheter there is a correlation between the two variables or not.

To analyze the students prior knowledge, the researcher was used this following scale from Arikunto (2007, p. 245) the rule of scoring was conducted based on the following table:

Table III.7
Classification of Students' Prior Knowledge Score

Score	Category
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
0 – 39	Fail

Adopted from Arikunto (2007)

It means that to get score 0-100 for the students prior knowledge and writing ability, the researcher was used the formula according to Arikunto in Arbayah (2019, p .38):

$$S = \frac{R}{N} \times 100$$

Where:

S = Individuals score

N = Number of item

R = Right Answer

100 = Standard mark

Table III.8
Assesment Aspects of Writing Ability in Recount Text

Components of writing	level	Scale and Descriptor
Content: Orientation, event(s), reorientation	4	The content (orientation and even reorientation) is complete and clear.
	3	The content (orientation and event, event reorientation) is almost complete and clear.
	2	The content (orientation and even reorientation) is not complete and clear.
	1	The content (orientation and events, even reorientation) is not complete and not clear, hard to understand.
Organizatiaon: Chronological events are linked with proper connectives like first,after that, finally	4	Events arranged with proper connective
	3	Events arranged with almost true connectives
	2	Events arranged with few misuse of connectives
	1	Events arranged with misuse of connections.
Vocabulary	4	Effective choice of word order form
	3	Few misuse of vocabulary, word forms but not change
	2	Limited range confused words and word forms
	1	Very poor knowledge of words, and word forms and not understandable
Language Fetures: - Using simple past tense - Using Adverbs and Adverbial Phrase - Using action verb - Using conjunction and time connectives - Focus on specific participant	4	No gramatical or word order inaccuracy
	3	Few grammatical and word order inaccuracies but not affect on meaning.
	2	Numerous grammatical and word order in accuracy
	1	Frequent grammatical and word order inaccuracies
Mechanics: - Spelling - Punctuation - Capitalization	4	It uses correct spelling,punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, capitalization
	1	It is diminated by errors of spelling, punctuation, and capitalization.

Source: Adapted from Cohen (1994)

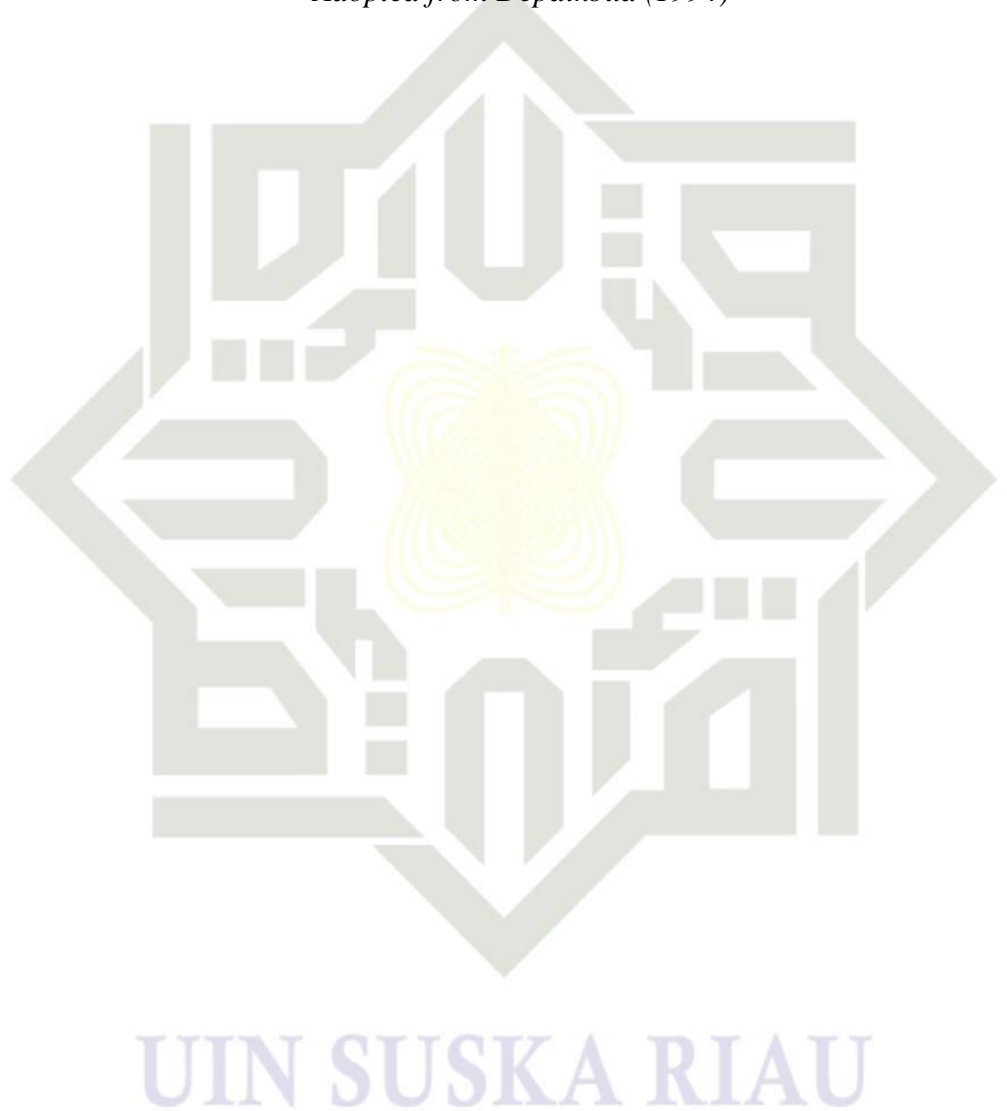
$$\text{Score} = \frac{\text{Achievment Score}}{\text{Maximum Score}} \times 100$$

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Table III.9
Classification of Students' Writing Ability Score

Score	Category
90 – 100	Very Good
76 – 90	Good
65 – 75	Fair
<64	Poor

Adopted from Depdikbud (1994)



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the correlation between students' prior knowledge and their ability in writing recount text at the eighth grade students of State Junior High School 1 Kampa. So, the researcher can conclude this research as follows:

1. The students' prior knowledge at the eighth grade of State Junior High School 1 Kampa is categorized into "**Enough**" level at score 65.
2. The students' ability in writing recount text at the eighth grade of State Junior High School 1 Kampa is categorized into "**Fair**" level at score 73.
3. There is a significant correlation between students' prior knowledge and their ability in writing recount text at the eighth grade of State Junior High School 1 Kampa.

Based on the result of the research, the students' prior knowledge has correlation with their ability in writing recount text. It means the better prior knowledge they have, the better ability in writing recount text they get.

B. Suggestion

Considering the correlation between students' prior knowledge and their ability in writing recount text, the researcher would like to give some suggestion as follows:

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1. Suggestion for Teachers

- a. It is recommended to teacher to help students in improving their prior knowledge by training their students through experiences about the lesson given to the students.
- b. The teacher should be creative to improve the students' ability in writing recount text by giving them more activities or exercises.

2. Suggestion for Students

- a. The students should be creative to improve their prior knowledge in order to get better ability in writing recount text.
- b. The students should pay more attention to the lesson explained by the teacher.

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: Bahasa Inggris

Kelas Semester : VIII (Delapan) /Genap

Tahun Pelajaran: 2018/2019

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3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)

Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan

Materi Pembelajaran

- Fungsi sosial
Menjelaskan, mendeskripsikan
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam *Simple Present Tense*.
 - Adverbial: *always, often, sometimes, never, usually, every*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Kegiatan Pembelajaran

- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks
- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain
- Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan



Hak cipta dilindungi undang-undang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Unsur kebahasaan yang benar dan sesuai konteks</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau pengumpulan data untuk bahan referensi.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<ul style="list-style-type: none"> • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI 	<p>di keluarganya untuk membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbial: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau pengumpulan data yang sah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>1. Menalar dan mengolah informasi yang berkaitan dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i> Perbandingan jumlah: <i>more, fewer, less</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <ul style="list-style-type: none"> Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> gambar yang berbeda Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya
<p>2. Menalar dan mengolah informasi yang berkaitan dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Fungsi sosial <ul style="list-style-type: none"> Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik <ul style="list-style-type: none"> Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar Melakukan refleksi tentang proses dan hasil belajarnya



2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>Teks recount</p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Fungsi sosial Melaporkan, mengambil teladan, membanggakan Struktur teks Dapat mencakup <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan orientasi ulang Unsur kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis Menggunakan bagan alir untuk mempelajari alur cerita Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar Melakukan refleksi tentang proses dan hasil belajarnya
<p>Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p> <p>Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p>	<ul style="list-style-type: none"> Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. Struktur text Dapat mencakup: <ul style="list-style-type: none"> Judul atau tujuan pengumuman Informasi rinci yang diumumkan 	<ul style="list-style-type: none"> Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis Mempelajari contoh dan kemudian



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>1. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah</p> <p>2. Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Unsur kebahasaan <ul style="list-style-type: none"> Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<p>mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas Melakukan refleksi tentang proses dan hasil belajarnya
<p>Menalar fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif Unsur kebahasaan <ul style="list-style-type: none"> Kosa kata dan tata bahasa dalam lirik lagu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> Membaca, menyimak, dan menirukan lirik lagu secara lisan Menanyakan hal-hal yang tidak diketahui atau berbeda Menyebutkan pesan yang terkait dengan bagian-bagian tertentu Melakukan refleksi tentang proses dan hasil belajarnya



GAP FILLING TEST OF PRIOR KNOWLEDGE

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Please, read the 20 questions below carefully.
4. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet.
2. Read the question correctly and choose one correct answer by crossing A, B, C, or D to tell how well you know language features of recount text.

Name :

Class :

I went to Germany with my family ... (1) a school holiday a few years ago. It was getting dark, so we were looking for a hotel. Then we ... (2) upon two hotels next each other with ... (3) opening. (4) just randomly chose one and settled for the night.

- | | |
|------------|-----------|
| 1. A. for | C. from |
| B. since | D. during |
| 2. A. came | C. come |
| B. comes | D. coming |
| 3. A. job | C. store |
| B. park | D. room |
| 4. A. We | C. You |
| B. I | D. They |

Last week, I went to Mount Bromo. (5) I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool. In the morning, my friend and I ... (6) Mount Batok. The scenery ... (7) very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



After that, we took a rest and had lunch under a big tree. ... (8) we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it

was really fun to have a holiday like this. I hope my next holiday will be more interesting.(9)

- | | |
|-------------------|-------------------|
| 5. A. events | C. past tense |
| B. orientation | D. re-orientation |
| 6. A. see | C. saw |
| B. seen | D. sees |
| 7. A. was | C. is |
| B. were | D. are |
| 8. A. then | C. after |
| B. before | D. but |
| 9. A. orientation | C. past tense |
| B. events | D. re-orientation |

Last Sunday, Anita had a party in her house. The house was full of flowers and colorful balloons. It was Anita's birthday party.(10)

Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels.(11) Anita ...(12) a beautiful dress. She gave speech to them (the audiences). After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. ...(13) they ate some cakes and drank some soft drink. They celebrated Anita's birthday.

All people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him. The people shook hands with Anita. Then they went ...(14). The party was really fun(15).

- | | |
|---------------------|-------------------|
| 10. A. complication | C. orientation |
| B. events | D. re-orientation |
| 11. A. orientation | C. complication |
| B. events | D. re-orientation |
| 12. A. wear | C. were |
| B. wearing | D. wore |
| 13. A. But | C. Then |



B. Before

D. After

A. anita's house

C. school

B. home

D. mall

1. A. orientation

C. complication

B. events

D. re-orientation

Last week, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arriving at the market, i started searching the tings i needed one by one.(16) While

as bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I ...(17) want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I ...(18) that the thief tried to steal someone's wallet but someone saw him and shouted loudly. ...(19), suddenly many people roughed him up hardly.

It was a scaring moment i experienced ...(20) and I hoped that it will never happen again in the future

16. A. orientation

C. complication

B. events

D. re-orientation

17. A. does not

C. do not

B. were not

D. did not

18. A. found

C. knew

B. began

D. know

19. A. Before

C. And

B. After that

D. After

20. A. Last week

C. today

B. last month

D. last year

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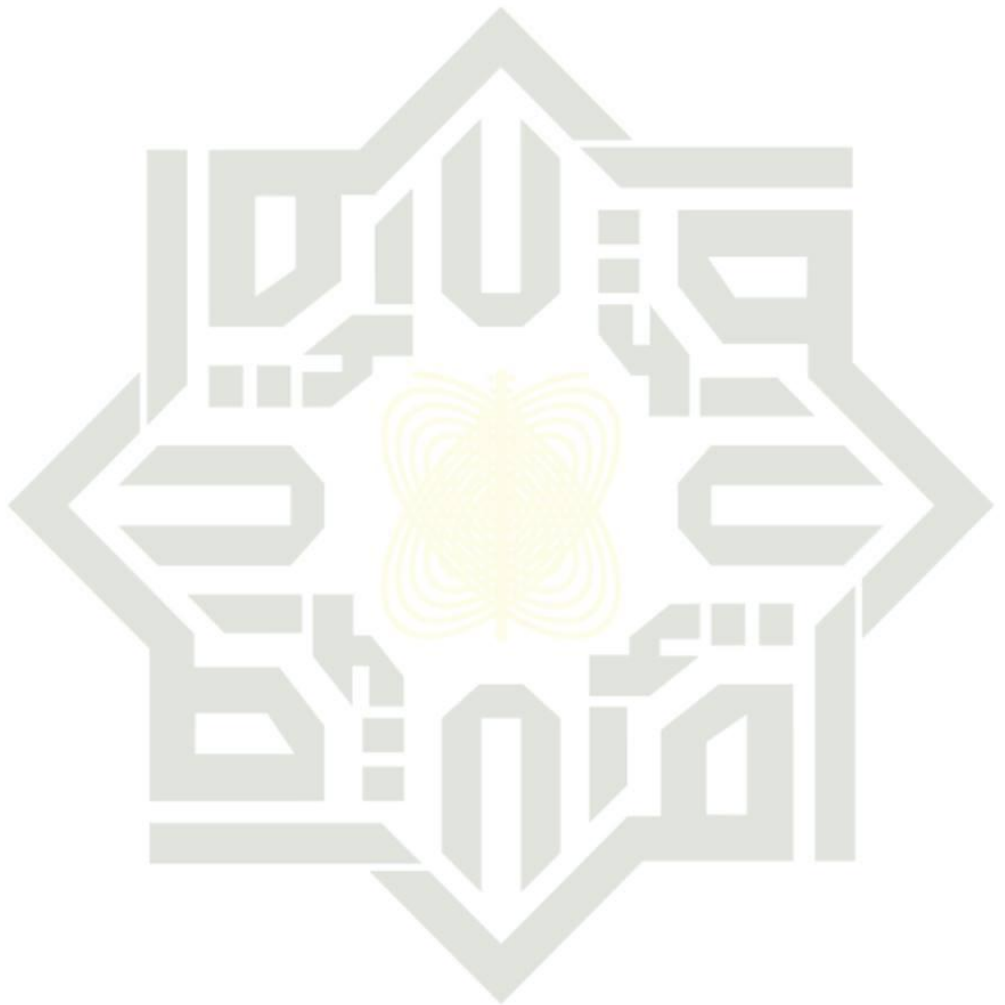


ANSWER KEY OF PRIOR KNOWLEDGE

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THE BLUE PRINT OF PRIOR KNOWLEDGE TEST

No	Indicators	Number of Item	Item Number
1	The students are able to use the orientation	2	5, 10
2	The students are able to use the events	2	11, 16
3	The students are able to use the re-orientation	2	9, 15
4	The students are able to use the simple past tense	2	7, 17
5	The students are able to use the adverbs and adverbial phrase	3	3, 14, 20
6	The students are able to use the action verb	4	2, 6, 12, 18
7	The students are able to use the conjunction and time connectives.	4	1, 8, 13, 19
8	The students are able to focus on specific participant	1	4
Total		20	20

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GAP FILLING TEST OF PRIOR KNOWLEDGE

Direction:

- This test is for a scientific research only.
- There is no effect on your score in English subject.
- Please, read the 20 questions below carefully.
- Thank you for your participation in doing this test.

Instruction:

- Write down your name and class on the provided answer sheet.
- Read the question correctly and choose one correct answer by crossing A, B, C, or D to tell how well you know language features of recount text.

Name : Melli Yanti

Class : VIII

I went to Germany with my family ... (1) a school holiday a few years ago. It was getting dark, so we were looking for a hotel. Then we ... (2) upon two hotels next each other with ... (3) opening. (4) just randomly chose one and settled for the night.

1. ☒ A. for
☐ B. since
2. ☒ ~~A~~. came
☒ B. comes
3. ☒ A. job
☒ ~~A~~. park
4. ☒ ~~A~~. We
☒ B. I

- C. from
- ☒ during
- C. come
- D. coming
- C. store
- D. room
- C. You
- D. They

Last week, I went to Mount Bromo. (5) I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool. In the morning, my friend and I ... (6) Mount Batok. The scenery ... (7) very beautiful. We rode on horseback. It was scary but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there.

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After that, we took a rest and had lunch under a big tree. ... (8) we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. *However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.* (9)

- | | |
|---|--|
| 5. A. events | C. past tense |
| <input checked="" type="checkbox"/> orientation | D. re-orientation |
| 6. A. see | <input checked="" type="checkbox"/> saw |
| B. seen | D. sees |
| <input checked="" type="checkbox"/> was | C. is |
| B. were | D. are |
| 8. A. then | C. after |
| <input checked="" type="checkbox"/> before | D. but |
| 9. A. orientation | C. past tense |
| B. events | <input checked="" type="checkbox"/> re-orientation |

Last Sunday, Anita had a party in her house. The house was full of flowers and colorful balloons. It was Anita's birthday party. (10)

Her classmates and her neighbors came to her house. They attended the party. *They wore colorful clothes and brought parcels.* (11) Anita ... (12) a beautiful dress. She gave speech to them (the audiences). After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. ... (13) they ate some cakes and drank some soft drink. They celebrated Anita's birthday.

All people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him. The people shook hands with Anita. Then they went ... (14). *The party was really fun* (15).

- | | |
|--|---|
| 10. A. complication | <input checked="" type="checkbox"/> orientation |
| B. events | D. re-orientation |
| 11. A. orientation | C. complication |
| <input checked="" type="checkbox"/> events | D. re-orientation |
| 12. A. wear | C. were |
| B. wearing | <input checked="" type="checkbox"/> wore |
| 13. A. But | <input checked="" type="checkbox"/> Then |

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B. Before

D. After

14. ~~X~~ Anita's house

C. school

B. home

D. mall

15. A. orientation

C. complication

B. events

~~X~~ re-orientation

Last week, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arriving at the market, i started searching the tings i needed one by one.(16) While was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I ...(17) want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I ...(18) that the thief tried to steal someone's wallet but someone saw him and shouted loudly. ...(19), suddenly many people roughed him up hardly.

It was a scaring moment i experienced ...(20) and I hoped that it will never happen again in the future

✓ 16. A. orientation

C. complication

~~X~~ events

D. re-orientation

✓ 17. A. does not

C. do not

B. were not

~~X~~ did not

✓ 18. A. found

~~X~~ knew

B. began

D. know

✓ 19. A. Before

C. And

~~X~~ After that

D. After

20. ~~X~~ last week

C. today

B. last month

D. last year

T: 19

F: 1

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GAP FILLING TEST OF PRIOR KNOWLEDGE

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Please, read the 20 questions below carefully.
4. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet.
2. Read the question correctly and choose one correct answer by crossing A, B, C, or D to tell how well you know language features of recount text.

Name : Lusi Safitri

Class : VIII

I went to Germany with my family ... (1) a school holiday a few years ago. It was getting dark, so we were looking for a hotel. Then we ... (2) upon two hotels next each other with ... (3) opening. (4) just randomly chose one and settled for the night.

- | | |
|--|---|
| 1. <input checked="" type="checkbox"/> A. for | C. from |
| <input checked="" type="checkbox"/> B. since | D. during |
| 2. <input checked="" type="checkbox"/> A. came | C. come |
| <input checked="" type="checkbox"/> B. comes | D. coming |
| 3. <input checked="" type="checkbox"/> A. job | <input checked="" type="checkbox"/> store |
| <input checked="" type="checkbox"/> B. park | D. room |
| 4. <input checked="" type="checkbox"/> A. We | C. You |
| <input checked="" type="checkbox"/> B. I | D. They |

Last week, I went to Mount Bromo. (5) I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool. In the morning, my friend and I ... (6) Mount Batok. The scenery ... (7) very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there.



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After that, we took a rest and had lunch under a big tree. ... (8) we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. (9)

- | | |
|---|--|
| <input type="radio"/> A. events | <input type="radio"/> C. past tense |
| <input checked="" type="radio"/> B. orientation | <input type="radio"/> D. re-orientation |
| <input checked="" type="radio"/> C. saw | <input type="radio"/> C. saw |
| <input type="radio"/> B. seen | <input type="radio"/> D. sees |
| <input checked="" type="radio"/> A. was | <input type="radio"/> C. is |
| <input type="radio"/> B. were | <input type="radio"/> D. are |
| <input type="radio"/> A. then | <input checked="" type="radio"/> B. after |
| <input type="radio"/> B. before | <input type="radio"/> D. but |
| <input type="radio"/> A. orientation | <input type="radio"/> C. past tense |
| <input checked="" type="radio"/> B. events | <input checked="" type="radio"/> D. re-orientation |

Last Sunday, Anita had a party in her house. The house was full of flowers and colorful balloons. It was Anita's birthday party. (10)

Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels. (11) Anita ... (12) a beautiful dress. She gave speech to them (the audiences). After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. ... (13) they ate some cakes and drank some soft drink. They celebrated Anita's birthday.

All people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him. The people shook hands with Anita. Then they went ... (14). The party was really fun. (15).

- | | |
|--|--|
| <input type="radio"/> 10. A. complication | <input checked="" type="radio"/> B. orientation |
| <input checked="" type="radio"/> B. events | <input type="radio"/> D. re-orientation |
| <input type="radio"/> 11. A. orientation | <input type="radio"/> C. complication |
| <input checked="" type="radio"/> B. events | <input checked="" type="radio"/> D. re-orientation |
| <input checked="" type="radio"/> 12. A. wear | <input type="radio"/> C. were |
| <input type="radio"/> B. wearing | <input type="radio"/> D. wore |
| <input checked="" type="radio"/> 13. A. But | <input checked="" type="radio"/> B. Then |

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B. Before

D. After

14. ~~X~~ anita's house

C. school

B. home

D. mail

15. A. orientation

C. complication

B. events

~~D.~~ re-orientation

Last week, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arriving at the market, i started searching the tings i needed one by one.(16) While i was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I ...(17) want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I ...(18) that the thief tried to steal someone's wallet but someone saw him and shouted loudly. ...(19), suddenly many people roughed him up hardly.

It was a scaring moment i experienced ...(20) and I hoped that it will never happen again in the future

16. A. orientation

C. complication

~~B.~~ events

D. re-orientation

17. A. does not

C. do not

~~X~~ B. were not

D. did not

18. A. found

~~B.~~ knew

~~B.~~ began

D. know

19. A. Before

C. And

~~B.~~ After that

D. After

20. ~~X~~ last week

C. today

~~B.~~ last month

D. last year

T : 12

F : 8

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Direction:

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- Please, read the 20 questions below carefully.
- Thank you for your participation in doing this test.

Instruction:

- Write down your name and class on the provided answer sheet.
- Read the question correctly and choose one correct answer by crossing A, B, C, or D to tell how well you know language features of recount text.

Name : MUHAMMAD FAZIL

Class : VII

I went to Germany with my family ... (1) a school holiday a few years ago. It was getting dark, so we were looking for a hotel. Then we ... (2) upon two hotels next each other with ... (3) opening. (4) just randomly chose one and settled for the night.

- | | | |
|--|----------|-----------|
| <input checked="" type="checkbox"/> 1. | A. for | C. from |
| | B. since | D. during |
| <input checked="" type="checkbox"/> 2. | A. came | C. come |
| | B. comes | D. coming |
| <input checked="" type="checkbox"/> 3. | A. job | C. store |
| | B. park | D. room |
| <input checked="" type="checkbox"/> 4. | A. We | C. You |
| | B. I | D. They |

Last week, I went to Mount Bromo. (5) I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and small pool. In the morning, my friend and I ... (6) Mount Batok. The scenery ... (7) very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there.

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After that, we took a rest and had lunch under a big tree. ... (8) we got home, we went to the zoo at Wonokromo. We went home in the afternoon. We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting. (9)

- | | |
|--------------------|-------------------|
| 5. A. events | C. past tense |
| 6. A. orientation | D. re-orientation |
| 7. A. see | C. saw |
| 8. A. seen | D. sees |
| 9. A. was | C. is |
| 10. A. were | D. are |
| 11. A. then | C. after |
| 12. A. before | D. but |
| 13. A. orientation | C. past tense |
| 14. A. events | D. re-orientation |

Last Sunday, Anita had a party in her house. The house was full of flowers and colorful balloons. It was Anita's birthday party. (10)

Her classmates and her neighbors came to her house. They attended the party. They wore colorful clothes and brought parcels. (11) Anita ... (12) a beautiful dress. She gave speech to them (the audiences). After that she blew candles and cut the birthday cake. Next all of them sang a birthday song together. They also clapped their hands. ... (13) they ate some cakes and drank some soft drink. They celebrated Anita's birthday.

All people looked very happy. One of Anita's friends, Rudi read a poem for her. And the others listened to him. Then they gave applause to him. The people shook hands with Anita. Then they went ... (14). The party was really fun. (15)

- | | |
|---------------------|-------------------|
| 10. A. complication | C. orientation |
| 11. A. events | D. re-orientation |
| 12. A. orientation | C. complication |
| 13. A. events | D. re-orientation |
| 14. A. wear | C. were |
| 15. A. wearing | D. wore |
| 16. A. But | C. Then |

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13. Before

D. After

14. Anita's house

C. school

15. home

D. mall

16. orientation

C. complication

17. events

D. re-orientation

Last week, I went to a traditional market to buy some daily needs. As usual, I go there one and bring a shopping list.

After arriving at the market, i started searching the tings i needed one by one.(16) While i was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. It was so terrible. I ...(17) want to see the condition to get worse so i called police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, ...(18) that the thief tried to steal someone's wallet but someone saw him and shouted loudly. ...(19), suddenly many people roughed him up hardly.

It was a scaring moment i experienced ...(20) and I hoped that it will never happen again in the future

16. A. orientation

C. complication

B. events

D. re-orientation

17. A. does not

C. do not

B. were not

D. did not

18. A. found

C. knew

B. began

D. know

19. A. Before

C. And

B. After that

D. After

20. A. last week

C. today

B. last month

D. last year

T : 17

f : 3

UIN SUSKA RIAU



STUDENTS' GAP FILLING TESTS SCORE

No	Nama	Items																				Total	Score
1	Student 1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	15	75
2	Student 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
3	Student 3	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	1	13	65
4	Student 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	95
5	Student 5	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	18	90
6	Student 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95
7	Student 7	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	14	70
8	Student 8	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	0	0	1	1	1	13	65
9	Student 9	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	1	8	40
10	Student 10	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	14	70
11	Student 11	1	0	0	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	12	60
12	Student 12	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	11	55
13	Student 13	0	1	0	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	9	45
14	Student 14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	17	85
15	Student 15	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	18	90
16	Student 16	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	15	75
17	Student 17	1	0	1	0	0	1	0	0	1	1	0	1	0	1	0	0	1	0	1	1	10	50
18	Student 18	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	17	85
19	Student 19	1	0	0	1	1	0	0	0	0	1	1	1	1	1	0	0	1	0	1	1	11	55
20	Student 20	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	16	80
21	Student 21	0	1	1	1	1	1	0	0	1	0	0	0	0	1	0	0	1	1	0	1	10	50
22	Student 22	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	12	60
23	Student 23	1	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	6	30
24	Student 24	1	1	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	35	
25	Student 25	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	0	0	0	0	1	8	40
26	Student 26	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	5	25
27	Student 27	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	12	60
28	Student 28	1	0	0	1	0	1	0	1	0	1	0	0	1	1	0	0	0	1	1	1	10	50
29	Student 29	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	14	70
30	Student 30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	95



WRITING TEST OF RECOUNT TEXT

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 3. Thank you for your participation in doing this test.

Instruction:
 1. Write down your name and class on the provided answer sheet.
 2. Write a recount text based on your own prior knowledge and you may choose one of those topics:

- Experience (Happy, Sad, Bad, Unforgettable)
- Holiday
- Birthday Party

1. You may develop it in to a writing which has minimum three paragraphs which include orientation, events, and reorientation.
 2. The writing should consist of minimum 100 words.

Name :
 Class :

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ASSESSMENT ASPECTS OF WRITING ABILITY IN RECOUNT TEXT

Components of writing	level	Scale and Descriptor
Content: Orientation, event(s), reorientation	4	The content (orientation and even reorientation) is complete and clear.
	3	The content (orientation and event, event reorientation) is almost complete and clear.
	2	The content (orientation and even reorientation) is not complete and clear.
	1	The content (orientation and events, even reorientation) is not complete and not clear, hard to understand.
Organization: Chronological events are linked with proper connectives like first, after that, finally	4	Events arranged with proper connective
	3	Events arranged with almost true connectives
	2	Events arranged with few misuse of connectives
	1	Events arranged with misuse of connections.
Vocabulary	4	Effective choice of word order form
	3	Few misuse of vocabulary, word forms but not change
	2	Limited range confused words and word forms
	1	Very poor knowledge of words, and word forms and not understandable
Language Features: - Using simple past tense - Using Adverbs and Adverbial Phrase - Using action verb - Using conjunction and time connectives - Focus on specific participant	4	No grammatical or word order inaccuracy
	3	Few grammatical and word order inaccuracies but not affect on meaning.
	2	Numerous grammatical and word order in accuracy
	1	Frequent grammatical and word order inaccuracies
Mechanics: - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization.

Source: Adapted from Cohen (1994)

$$\text{Score} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

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- Holiday
- Birthday Party

You may develop it in to a writing which has minimum three paragraphs which include orientation, events, and reorientation.

The writing should consist of minimum 100 words.

Name : MELLY YANTI

Class : VIII

Being Late For Class For the First Time.

As a discipline person, I would make sure I attend all of my classer on time. I was different. I stayed up late until 2 am which was very unusual for me. Then, I set my alarm to wake up early for my morning class. I didn't hear anything that could've woken me up. I couldn't hear my blasting alarm. But, I woke up at around 8:45 am which I missed my morning class. Unfortunately, I forgot to put my homework into my bag. The very homework I spent the night staying up late until 2 am.

One day on I promised myself not to do the same mistake by not staying up late the next day. I'm having a morning class.

C = 4
O = 4
V = 4
G = 3
SP = 3

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- Holiday
- Birthday Party

You may develop it in to a writing which has minimum three paragraphs which include orientation, events, and reorientation.

The writing should consist of minimum 100 words.

Name: MUHAMMAD HAZIL

Signature: ✓

My Bad Experience: Lost my Phone

Two days ago, I was in the airport to pick my sister up for his arrival from Batam. I was so busy with my phone all the time. I was waiting my sister while sitting in the waiting room. Then, I bought soft drink because the weather was a little bit hot. After that, I laid the phone on the bench while drinking. Not long after that, I saw my sister out of the train. Then I ran to him and we were about to go. Suddenly, I remembered I forgot to take my phone laid on the bench in the waiting room. We went back to the room to take my phone. Unfortunately, we found nothing there.

C = 4
O = 4
U = 4
G = 3
SV = 3

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WRITING TEST OF RECOUNT TEXT

Hak Cipta Dilindungi Undang-Undang

Direction:

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There is no effect on your score in English subject.

Thank you for your participation in doing this test.

Instruction:

Write down your name and class on the provided answer sheet.

Write a recount text based on your own prior knowledge and you may choose one of those topics:

- Experience (Happy, Sad, Bad, Unforgettable)
- Holiday
- Birthday Party

You may develop it in to a writing which has minimum three paragraphs which include orientation, events, and reorientation.

The writing should consist of minimum 100 words.

Name : Lusi Sapitri

Class : VIII

Go to ~~Sumatra Barat~~ Sumatra Barat

C = 4
O = 4
U = 4
S = 3
P = 3

Last year ~~the~~ December 2018, I, my sister, my mother, go to Sumatra by bus. In there actually we follow campship in Padang, but my team to take a work go to Sumbar Zoo and Angso Duo beach. other agree with their request, and my mother say "yes we go to Sumbar zoo Angso Duo beach but we must go to Hotel first." My team was so happy e this.

We arrived in hotel at 08.00 am. we directly go to Sumbar zoo for time. we arrived in Sumbar zoo at 10.00 am. I and my team ^{we} were happy. then take off for bus for buy ticket. After that, I go to Angso Duo beach we were played banana boat and selfie together with my team. After that we come back to hotel to take a rest, because tomorrow we will competition. Finally we go to competition gor. And I got medali gold. And tomorrow were come back to our home. Its my interesting holiday and experience



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RAW SCORE																			
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30. Hak Cipta milik UIN Suska Riau																			

Rater 1,

 Rizky Gushendra, M. Ed.



1. Dilarang mengutip sebagian atau seluruh karya tulis atau lain-lain yang sejenis dan menyebutkan sumber:
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No	Student	Content			Organization			Vocabulary			Language Features			Mechanics			Total Score
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
1	Student 1	3												3			15
2	Student 2		4					3			3						18
3	Student 3		4					3			3			3			17
4	Student 4		4					3			3			3			17
5	Student 5		4					3			3			3			17
6	Student 6		4					3			3			3			18
7	Student 7		4					3			3			3			90
8	Student 8	3			3			3			3			3			75
9	Student 9	3			2			3			3			3			70
10	Student 10	3			2			3			3			3			65
11	Student 11	3						3			3			3			90
12	Student 12	4						3			3			3			70
13	Student 13	3			3			3			3			3			18
14	Student 14	3			2			3			3			3			15
15	Student 15	4						3			3			3			75
16	Student 16	3			3			3			3			3			90
17	Student 17	4						3			3			3			70
18	Student 18	4						3			3			3			90
19	Student 19	4						3			3			3			85
20	Student 20	4						3			3			3			75
21	Student 21	3			3			3			3			3			75
22	Student 22	3			3			3			3			3			65
23	Student 23	3			2			3			3			3			75
24	Student 24	3			2			3			3			3			65
25	Student 25	3			2			3			3			3			55
26	Student 26	3			2			3			3			3			75
27	Student 27	3			3			3			3			3			11
28	Student 28	3			3			3			3			3			15
29	Student 29	4						3			3			3			14
30	Student 30	4						3			3			3			18

Rater 2,

Rizki Amelia, M. Pd.



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No	Student	Rater 1	Rater 2	Total Score
	Student 1	65	75	70
	Student 2	85	90	87,5
	Student 3	70	85	77,5
	Student 4	80	85	82,5
	Student 5	80	85	82,5
	Student 6	85	90	87,5
	Student 7	70	75	72,5
	Student 8	65	70	67,5
	Student 9	60	65	62,5
	Student 10	75	90	82,5
	Student 11	65	70	67,5
	Student 12	60	90	75
	Student 13	60	75	67,5
	Student 14	65	65	65
	Student 15	75	90	82,5
	Student 16	65	70	67,5
	Student 17	70	90	80
	Student 18	70	85	77,5
	Student 19	70	90	80
	Student 20	75	85	80
	Student 21	65	75	70
	Student 22	65	75	70
	Student 23	60	65	62,5
	Student 24	60	75	67,5
	Student 25	55	65	60
	Student 26	60	55	57,5
	Student 27	60	75	67,5
	Student 28	60	70	65
	Student 29	70	90	80
	Student 30	75	90	82,5
				2197,5
				73,25



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Tema yang dibimbing : Proposal
Seminar usul Penelitian :
Penulisan Laporan Penelitian :
Nama Pembimbing : Drs. H. M. Syafiri S.M.Pd
Nomor Induk Pegawai (NIP) : 196606031992031004
Nama Mahasiswa : Sisca Navianti
Nomor Induk Mahasiswa : 11414200361

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
Thursday 26-04-2018	Synopsis → Proposal		
Tuesday 07-08-2018	- Teori tentang remarkable experiences dan writing recount text - objective of the research. - formulation of the problem.		
Monday 20-08-2018	- Operational Concept.		
Friday 31-08-2018	Revise Operational concept (syntax & semantic).		
Saturday 01-09-2018	Revise		
07-09-2018	Acc Proposal		

Pekanbaru, 23/5 2019
Pembimbing,

Drs. H. M. Syafiri S. M. Pd



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. **Revisi yang dibimbing** : Skripsi
2. **Penyusunan usul Penelitian** :
3. **Penyusunan Laporan Penelitian** :
4. **Revisi Pembimbing** :
5. **Revisi Nomor Induk Pegawai (NIP)** :
6. **Revisi Nama Mahasiswa** :
7. **Revisi Nomor Induk Mahasiswa** :
8. **Revisi Kegiatan** :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	18-01-2019	Revisi Instrument: - Add Direction - Add Instruction		
2.	18-01-2019	Acc Instrument		
3.	20-05-2019	Spasi pada data presentation dan data analysis harus sama ukuran spasi nya.		
4.	20-05-2019	Acc Skripsi		

Pekanbaru, 24/5/2019
Pembimbing,

Drs. H. Syaf'i S. M. Pd
NIP. 19660603 199203 1 004

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LEMBAR DISPOSISI

Indeks Berkas : Kode : 009	
Hal : Pengajuan Judul Skripsi Nomor : Tanggal : 09 - 06 - 2017. Aspek : Sisca Novianti 11414200367	
Tanggal Penyelesaian : Sifat: Biasa	
INSTRUKSI/INFORMASI*) H. A. F. 12/6/2017	Diteruskan Kepada : 1. Ka. Prodi PBI 09/06/17 2. 3. 4. 5. 6.
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "informasi" coret "Instruksi"	

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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Sisca Novianti
11414200361
Senin, 1 October 2018
The Correlation between the Students' Remarkable
Experiences and Their Ability in Writing Recount Text
at the Eight Grade of SMP Negeri 1 Kampar

URAIAN PERBAIKAN

concept of remarkable experiences

UIN SUSKA RIAU

Penguji I

Drs. A. Sutanto, M. Ag.

Pekanbaru, 1 October 2018
Penguji II

Melgis Dilikawaty Pratama, M. Pd.

Note :
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.

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كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

: Sisca Novianti
: 11414200361
: Senin, 1 Oktober 2018
: The Correlation between the students' Prior Knowledge
and Their Ability in Writing Recount Text
at the Eighth Grade of SMP Negeri 1 Kampa
: Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Drs. H. Sutarmo, M. Ag	PENGUJI I		
2. Edgis Dikawati Pratama, M. Pd	PENGUJI II		

UIN SUSKA RIAU

Mengetahui
Dekan
Wakil Dekan I



Alimuddin, M. Ag

Pekanbaru,.....
Peserta Ujian Proposal

Sisca Novianti

UIN SUSKA RIAU
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Dilarang mengutip, sebarkan, atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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b. P. Penelitian yang tidak merujuk kepenelitian yang wajar UIN SUSKA RIAU.
2. Ujilah yang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN SUSKA RIAU.



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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

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State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, 17 Mei 2019

F.114/PP.00.9/8136/2019

Pembimbing Skripsi (Perpanjangan)

Dr. M. Syafi'i S, M.Pd.
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Wassalamu alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SISCA NOVIANTI

NIM : 11414200361

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENTS' PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF STATE JUNIOR HIGH SCHOOL 1 KAMPA

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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Surat No. 04/PP.00.9/10637/2018

Pekanbaru, 30 Mei 2018

Nonor
sifat
am
dal

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
MPN KAMPAR TIMUR
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: SISCA NOVIANTI
NIM	: 11414200361
Semester/Tahun	: VIII (Delapan)/ 2018
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

UIN SUSKA RIAU



an Dekan
Wakil Dekan III

Prof. Dr. Nairunas, M.Ag.
No. 19720828 200604 1 002

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UIN Sultan Syarif Kasim Riau

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Pegru
ipian tidak merugikan kepentingan yang wajar UIN Suska Riau.
mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN KAMPAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMP NEGERI 1 KAMPA



Alamat : Jln. Raya Pekanbaru-Bangkinang Km. 39 Desa Sawah Baru 28563

REKOMENDASI

Nomor : 422/SMPN.1.K/175

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kampa Kec. Kampa Kabupaten Kampar, dengan ini memberikan Rekomendasi izin kepada:

NO	NAMA	NIM	FAKULTAS	PROGRAM STUDY
1	SALINTI SUDIRMAN	11414202962	TARBIYAH DAN KEGURUAN UIN SUSKA RIAU	PENDIDIKAN BAHASA INGGRIS
2	SSANOVIANI	11414200361		

Nama yang tersebut diatas, adalah Mahasiswa UIN SUSKA RIAU untuk melakukan observasi untuk mengumpulkan informasi dan data guna menyusun tugas mata kuliah pada SMP Negeri 1 Kampa, kami pihak sekolah menyetujui.

Demikianlah Rekomendasi ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Dibuat di : Kampa
Pada tanggal : 05 Juni 2018

Kepala Sekolah



MARDIANIS, S.Pd.M.Pd

NIP. 19660519 199312 2 001

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

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Un.04/F.II.4/PP.00.9/1297/2019

Pekanbaru, 21 Januari 2019

Biasa
Undang-Undang

l (Satu) Proposal
Mohon Izin Melakukan Riset (Perpanjangan)

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: SISCA NOVIANTI
NIM	: 11414200361
Semester/Tahun	: X (Sepuluh) / 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN THE STUDENTS' PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 KAMPA

Lokasi Penelitian : SMP NEGERI 1 KAMPA

Waktu Penelitian : 3 Bulan (21 Januari 2019 s.d 26 Maret 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Rektor
Muhammad Syaifuddin, S.Ag., M.Ag
NIP. 19740704 199803 1 001



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/17736
TENTANG



182010

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 04/F.I/PP.00.9/1297/2019 Tanggal 21 Januari 2019, dengan ini memberikan rekomendasi kepada:

1. Nama : SISCA NOVIANTI
2. NIM/KTP : 11414200361
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : THE CORRELATION BETWEEN THE STUDENTS' PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 KAMPA
7. Lokasi Penelitian : SEKOLAH MENENGAH PERTAMA NEGERI 1 KAMPAR

Demikian Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terdapat diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Januari 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
3. Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN KAMPAR KANTOR KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

BANGKINANG KOTA

Kode Pos : 28412

REKOMENDASI

Nomor : 070/KKBP/2019/118

Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN RISET/17736 tanggal 23 Januari 2019, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

Nama
NIM
Universitas
Program Studi
Jenjang
Alamat
Judul Penelitian

: **SISCA NOVIANTI**
: 11414200361
: UIN SUSKA RIAU
: PENDIDIKAN BAHASA INGGRIS
: S1
: PEKANBARU
: **THE CORRELATION BETWEEN THE STUDENTS' PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 1 KAMPA**
: SMP NEGERI 1 KAMPA

Lokasi

Dengan ketentuan sebagai berikut :

tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pr riset dan pengumpulan data ini.

pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 06 Februari 2019

a.n. **KEPALA KANTOR KESBANGPOL KAB. KAMPAR**



Rekomendasi ini disampaikan Kepada Yth;

1. Kepala SMP Negeri 1 Kampa Kabupaten Kampar.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.



PEMERINTAH KABUPATEN KAMPAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMP NEGERI 1 KAMPA



Jl. Raya Pekanbaru – Bangkinang Km. 39 Desa Sawah Baru 28563

SURAT KETERANGAN

Nomor : 422/SMPN.1.K/063

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Kampa Kec. Kampa Kab. Kampar, dengan ini menerangkan bahwa :

: SISCA NOVIANTI
: 11414200361
: UIN SUSKA RIAU
: Pendidikan Bahasa Inggris
: Jl. Cemara Desa Sawah Baru

Beliau telah melaksanakan Kegiatan Riset / Pra Riset dan Pengumpulan Data untuk bahan penyusunan skripsi di SMPN 1 Kampa Kec. Kampa Kab. Kampar, dari tanggal 8 s/d 14 Februari 2019 yang berjudul :

“THE CORRELATION BETWEEN THE STUDENTS’ PRIOR KNOWLEDGE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL KAMPA”.

Demikianlah Surat Keterangan ini kami keluarkan dengan sebenarnya untuk dapat digunakan sebagaimana mestinya, terima kasih.



Kampa, 18 Februari 2019
Kepala Sekolah

ARDIANIS, S.Pd.M.Pd
NIP.19660519 199312 2 001

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Statamic University of Sultan Syarif Kasim Riau

DOCUMENTATIONS

Hal
1.1



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CURRICULUM VITAE

Sisca Novianti, the first daughter from Mr. Ujang Amri and Mrs. Susilawati, Ama.Pd, was born in Kampar, July 22nd, 1996. She lived in Sawah Baru, Kampar Regency, Riau. In 2008, she was graduated from State Elementary School 001 Sawah Baru. In 2011, she finished study in State Junior High School 1 Kampa, and continued to State Senior High School 1 Kampar Timur. She graduated from State Senior High School 1 Kampar Timur in 2014.

In 2014, she was accepted become one of students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, she was doing KKN (Kuliah Kerja Nyata) in Petonggan, Rakit Kulim, Indragiri Hulu Regency. She was also doing Pre-Service Teacher Practice at State Junior High School 9 Pekanbaru.

Finally, she followed Final Examination of her thesis entitled “The Correlation between Students’ Prior Knowledge and Their Ability in Writing Recount Text at the Eighth Grade of State Junior High School 1 Kampa”.